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ABSTRACT

Project READY (Realistic Education About the Days and Years) was a series of eight sessions designed for parents of pre-school and elementary school children. The project was designed to help prevent child abuse and neglect through a positive approach. A committee who represented participants and presenters carefully planned the topics and format. Speakers were interviewed and screened. A group of parents, professionals and high school seniors met to discuss effective parenting skills. As the group became stronger and more cohesive, the topics presented were of a more personal and emotional nature. The presentation and discussion of coping and effective parenting skills was designed to provide new acceptable behaviors in dealing with child rearing problems. It was believed a reduction in the incidence of child abuse would result. The document provides very detailed information outlining the establishment of the program. (DWH)

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AN EVALUATION OF THE CHURCH STREET PILOT PROJECT IN PARENTING

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#156

February 1980

This evaluation was funded by a grant from the Child Abuse Program Ministry of Community and Social Services, Province of Ontario

ACKNOWLEDGEMENTS

This evaluation was undertaken only because there was a Planning and Steering Committee which conceived of and undertook the project and which also saw value in having it evaluated. The members of the Steering Committee were:

Dr. Robert Bates, Director, Child Abuse Team,
Hospital for Sick Children.

Mr. Les. Birmingham, former Principal of Church Street School.

Mrs. Jane Richardson, Director, Day Care Centre,
Church Street School.

Mrs. Karen Chandler, Parent,
Church Street Day Care Centre.

Mrs. Gloria Torrance, Consultant, Health Education,
Physical & Health Education Department,
The Board of Education for the City of Toronto.

The Committee was augmented by Vic Northcott, present Principal of Church Street School, and Barbara Chisholm, Child Welfare Consultant.

The evaluation would not have been possible without the assistance of both participants and speakers who gave of their time and provided information and opinions which are the raw data for this report.

One must specifically note the contributions of Barbara Chisholm who did much of the work in the actual preparation and management of the program and its operation.

The assistance of Lynda Groves and Lily Malobabic in typing instruments, interview summaries and also many drafts of this report is gratefully recognized.

We are also deeply appreciative of the grant provided by the Ministry of Community and Social Services which made both this project and its evaluation possible, and of the grant given from the Federation of Women Teachers' Associations of Ontario and the Hospital for Sick Children.

E. N. WRIGHT,
Principal Investigator.

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INTRODUCTION: BACKGROUND AND PLANNING

In the Spring of 1976, Dr. Robert Bates, Director, Child Abuse Team, Hospital for Sick Children, brought together a group of people from a variety of community organizations, who were concerned about the prevention of child abuse and neglect. As a result of the meetings of this group, Dr. Bates and Gloria Torrance (Consultant in Health Education for the Toronto Board of Education) initiated discussions with the Curriculum and Program Division of the Toronto Board of Education about the possibility of a pilot project related to parenting skills.

Following these discussions, the staff of an elementary school was contacted to further explore the idea of a program which would have prevention of child abuse and neglect as its focus. The school was Church Street Public School. Its principal, at that time Les Birmingham, with the support of parents and staff, was interested in helping to develop a program which would deal with effective parenting skills. This school contained a day care centre which meant that parents of both pre-school and school-aged children could be involved. Church Street Public School had already had experience with involving parents in program planning and in the actual operation of the school.

After several meetings which focused on the project objectives, it was decided to plan a program consisting of a number of sessions for parents, teaching staff, day care workers, school nurse, school social worker and senior secondary school students.

There were two reasons for including students: the first was that one objective of the sessions was to up-date the curriculum "Marriage and Early Childhood Development," capitalizing on materials from the program sessions; secondly, it was hoped that the students would gain increased awareness, which they would take back and share with other young people in their Health

Education courses. Arrangements were made with Ann Shilton, the principal of Jarvis Collegiate (a nearby secondary school) for two students and two staff to participate in the planning and to explore the possibility of further studies and staff involvement.

The first written proposal was prepared by Les Birmingham, Principal of Church Street School (see Appendix A) and was submitted to the Superintendent of Curriculum and Program for consideration. This proposal outlined proposed objectives, rationale, participants and suggested topics for the sessions, as well as budget requirements.

The possibility of funding by the Toronto Board of Education did not appear likely at that time, so the Committee decided to seek external sources of funds. In the Spring of 1978, the Hospital for Sick Children received a grant from the Federation of Women Teachers' Association of Ontario for Dr. Bates. The availability of some of these funds made it possible for the Committee to take the next step.

They decided to hire an "external" person to assist in the details of design and to develop and write a proposal which could be used in searching for and soliciting funds for this project. Fortunately, they were able to obtain a person with the necessary expertise, interest and background for developing such a document. Barbara Chisholm, Child Welfare Consultant, prepared a proposal in response to the Committee's directions (Appendix B).

The proposal was for a set of sessions that would attempt to avoid the negative connotations of "child abuse" through a positive emphasis on awareness and understanding of "parenting skills."

In March 1979, this proposal for a pilot project was presented to the Child Abuse Program, Ministry of Community and Social Services at Queen's

Park. The grant which was obtained from this Ministry made it possible to both undertake the project and conduct an evaluation.

With funding available, the Planning Committee decided to re-employ Barbara Chisholm to assist in the implementation of the project and to act as a facilitator during the program sessions. It was decided that a different speaker would be obtained for each session, so that the group might benefit from a variety of expertise. She assisted the Committee in identifying appropriate resource people who had a reputation in the specific topics which were identified and she arranged for their participation in the program (Appendix C). In addition, a few days before their meeting each speaker was telephoned to review the progress of the sessions and to answer any questions about preparing for his/her presentation.

When the program had been finalized, resource people obtained, and dates set, a flyer was prepared (Appendix D). With the assistance of the present principal of Church Street School, Vic Northcott, and his staff, this flyer was sent to all parents of children attending Church Street School and Day Care Centre. Besides inviting this school's staff, the Physical and Health Education teachers of Jarvis Collegiate were invited and they also distributed the flyers to their senior students.

Registrations came from parents, day care centre and school staff, the school nurse, as well as staff and senior students from Jarvis Collegiate.

The content for each and every session evolved from the idea "What do I do when...." and the plan was to develop a base for group interaction in which people would feel free to share their ideas. It was hoped that with such a diverse group, the participants would learn from each other and afterwards share their new knowledge and insights with other groups to which they belonged. An additional responsibility of the resource person/

facilitator was to aid this process. The provision of food, a light supper before each session, was conceived as another way to help people to get to know one another and to talk about their experiences. The food was prepared by the day care centre cooks. Also the provision of a free baby-sitting service and a separate meal for the children was intended to encourage attendance.

Planning - Comments and Observations

Although the remainder of this paper represents a somewhat formal evaluation, it seems useful to make some informal observations about the planning process. Experiences with the committee structure reminded the members that they did not want too large a committee; however, it had to be large enough to allow for a representation of various groups. The expertise provided by the representatives of the parents and the day care staff was valuable. Additional helpful insights were also provided by the participation of the secondary school staff and students.

While another group would not necessarily take three years to implement a program, as did this one, planning such a series of sessions does take time and early Fall would not be too early to begin planning for late Spring sessions. Part of the delay in this case could be attributed to the search for funding. The funds were to be used for an evaluation, to provide an honorarium for each speaker, and for food preparation and babysitting services.

The meal, as will be seen later, was an important component, but some participants suggest that in the future the participants themselves might be able to supply the food. Some school communities might find it possible to locate equally good resource people without using an honorarium. For these sessions all resource people were also expected to prepare, or obtain,

material, such as a summary of their key points, for distribution to the participants at the end of their session. In planning similar sessions for the future, if handouts were to be used, it probably would still help to have resource people supply their own materials rather than to rely on existing pamphlets, and free literature available from community organizations.

Some monies were also designated for the purchase of a book entitled Parent's Handbook (Part of the complete program Systematic Training for Effective Parenting), by Dinkmeyer, D., and McKay, G., which is distributed by PSYCAN. A copy of this book was given to each participant at the last session to respond to requests from some of the parents.

EVALUATION PROCEDURES

The various goals of the project were assessed by seeking answers to the following questions:

(1) What did the participants learn?

(2) How did the participants' attitudes change, if at all?

(3) How did the participants' behaviour, especially towards children, change, if at all?

(4) To what degree were such changes facilitated or inhibited by such factors as:

  (a) using a series of special speakers;
  (b) having a supper meeting;
  (c) providing a free babysitting service;
  (d) drawing participants from different sources (i.e. parents, teachers, students, etc.)?

(5) If a similar program were to be undertaken in another school, what should be done and what should be avoided?

There was limited time for planning the specific details of the evaluation. The background of the participants varied greatly and thus it was assumed that their initial level of knowledge and their attitudes were also different. Little time could be spared from the sessions to administer any instruments. Furthermore, extensive use of paper and pencil instruments seemed inappropriate. In spite of the planning committee's work and outlines, the use of a different speaker each night led to fairly general parameters for each of their broad topics. These factors made it difficult to obtain complete answers to the questions which were being studied.

Since there were relatively few participants representing any one category, e.g., parents, teachers and students, it was not sensible to think comparatively in terms of pre and post-measures of knowledge and attitudes. It was decided to develop a rich data base by using as many kinds of information

as possible, all focused on the program and its components - not on the personalities of the presenters and participants. To accomplish this, a research assistant was employed to collect the various information by interview and observations, then codify and summarize it. The following points itemize the kinds of information and the schedule followed in its collection:

(1) Participants who had registered were briefly interviewed the week before the sessions started. In the interview, they were asked why they were coming and to indicate their experience with and knowledge about child growth and development.

(2) Following the first session, a brief paper and pencil measure was given to all participants. It was intended to provide a method of identifying the most attractive program elements and also had the informal goal of increasing the participants' familiarity with paper and pencil instruments as similar, more extensive procedures were planned for post-session data collection.

(3) The research assistant observed the participants' informal behaviour during supper and their more formal behaviour during the presentation, to assess their apparent involvement and participation.

(4) The research assistant took brief notes on the program content to identify major topics and themes.

(5) At the end of each session, the research assistant rated the general tone of the meeting based on a selected group of polar adjectives which were arbitrarily chosen.

(6) During the week following their presentation, each speaker was interviewed. This was to provide another perspective for evaluating their session and it also allowed them to identify the goals which they felt they had set and achieved. It also gave them a chance to comment on the process used for organizing the sessions and the reaction of the participants.

(7) A brief pencil and paper instrument was administered to all participants at the last session. They were asked to react to the organizational factors, such as time and seating arrangement. The observer's notes (mentioned as item 4 above) were used to identify one or two themes from each presentation and the participants were asked to indicate whether or not it was a concept or idea with which they had already been familiar. (This procedure was intended as an indirect measure of learning, presented in a non-threatening way. It also provided a brief review of the sessions.)

(8) In the week following the sessions, interviews were begun with all participants. It was the end of summer before the student interviews could be completed, but all the parent interviews were completed by mid-June and the rest by the end of June. The interview was designed to obtain feelings about and reactions to the sessions. It also provided for a question about whether there had been any behavioural changes.

A complete collection of the various interview schedules, as well as the paper and pencil instruments, can be found in Appendix E.

The results are organized in the same order as the above list of points. This essentially follows the linear mode of the actual data collection and synthesis and thus probably best reflects the sequence of planning, anticipation, execution and outcome which is the life span of this and similar projects. Each time such a program is undertaken, it has to re-emerge, like the phoenix, with its own committee, plans and participants, if it is to follow a model similar to the one under examination here. Nonetheless, the following data should assist such a planning committee.

RESULTS

The data gathering procedures supplied a great deal of information that is not readily summarized. The original plan of having participants representing different groups, e.g., parents, teachers, students, was carried out and it seems to have worked well, but the perceptions of these different groups could not be expected to be similar, so the information has been organized into three separate groups -- parents (21 + 3), professionals (18 + 1), and students (3). There were 21 people who registered for the program who were parents of children in the Church Street Day Care and/or Church Street Public School. There were 3 other parents who attended and who were either late registrants, and/or friends of the other parents.

The second group of people who have been labelled "professionals," included 2 members of the Church Street Day Care staff, 3 members of the Church Street Public School staff, the Church Street School nurse, 2 members of the staff of Jarvis Collegiate Institute, and the 7 members of the Pilot Project Committee. This group was joined by a teacher from another school. Three high school students from Jarvis Collegiate who heard about the course in their Physical and Health Education program were also participants.

The preliminary interviews provided some information about the participants. Naturally all 21 parents had raised children -- ten of them reported they had "taught" children, 15 had looked after other children. Of the professionals, 9 had raised children, 17 had taught children, and 9 had looked after other children. All 3 students had looked after children.

Most of the parents had children between the ages of 6 and 8 years. The 21 parents had 6 eight-year olds, 6 six-year-olds, 3 nine-year-olds, 3 five-year-olds, 2 seven-year-olds, 5 eleven-year-olds and 4 children four and under.

Of the professionals who had children, most had children who were ten years or older, although one had a preschooler and one had a six-year-old.

Four of the parents reported having had formal courses that dealt wholly or in part with parenting, and five had had informal courses such as workshops and seminars.

Thirteen of the professionals reported having had formal courses in parenting, two had taken informal courses, and the other three did not reply to this portion of the questionnaire. Two of these three had developed an extensive background in this area. The three students had indicated that they had classes on this topic as part of their health program in high school.

Expectations - Interview

In the interview, the three general themes, Behaviour and Feelings of Children, Needs and Feeling of Parents, and How Children Grow and Develop, were listed and the respondents were asked to identify all themes which interested them. The first theme, Behaviour and Feelings of Children, was identifed by almost every parent and was three times as popular as the other two titles, each of which received a positive response from only one-third of the parents. The professionals, however, in almost equal numbers, selected both the Behaviour and Feelings of Children and the Needs and Feelings of Parents. Only two selected How Children Grow and Develop. None of the three high school students selected the topic of Growth and Development, but two of them selected the Behaviour and Feelings of Chidlren and one selected the Needs and Feelings of Parents.

There were many reasons given for attending the sessions. Nine of the parents said the topics were interesting, eight of the parents expressed a general interest in child psychology and child behaviour and what is going on in school. Seven of the parents indicated they were attending because they wanted some help, either because of a specific problem with their child or general problems of child rearing related to their situation as single parents. Six said they registered because they had children in the school and were curious about the project. Three more talked about it personally and either wanted advice, personal development, or an answer to the question, "Am I a good parent?". Two others indicated a general interest in community affairs which they wished to support (i.e. becoming an involved parent), and one person indicated that, as a newcomer to Canada, she hoped to learn more about the Canadian culture and Canadian ways. Obviously, several parents gave more than one reason.

The students came because their teachers suggested it, but they also said that they found the topics interesting, and/or had a personal interest in children. One talked about being a parent one day and the other two mentioned an interest in psychology and taking further studies about children at university.

Eleven of the professionals spoke of their professional interest, ten of their personal interest, and six of their interest in the topics and speakers. Five were interested in the program itself and in possibly setting up a similar one. Four of them were interested in it as parents themselves, and three were interested in getting to know the parents in the school better through participation as a group member.

The last question asked them to say what the focus of this evaluation should be, including their goals. These answers were considered

before the final interview schedule was prepared. Nine of the parents suggested that they were asking for help in developing coping skills, in improving communication between home and school, and in generally gain information. There was also a mention of developing support groups, help for the single parents and an increase in parent participation in such things as parent discussion groups. The professionals were more likely to identify some of their goals for the program, particularly since the professionals included some committee members who planned the program. They wanted the evaluation to find out whether the parents gained insight into their children's problems, whether they had gained a better understanding of parenting, whether the program met the parents' needs. Several wanted to see whether this program led to the development of a support system of some sort for parents. There was a concern as to whether the program would attract those parents who were most in need of such a program.

Expectations - Paper & Pencil Questionnaire

At the very first session, the parents were given a one-page questionnaire listing the eight topics of the program and asked to indicate how useful or important they thought each topic would be to them by circling the appropriate number, from one (no use) to five (very important and necessary).

For all three groups of participants, the same topic received the largest proportion of high rankings, namely The Child's Psychological and Emotional Development (see Table 1). The parents also gave very high rankings to "What Did You Do When Your Child Was Difficult?". Both parents and students identified the topic, "What About the Way I Was Brought Up: Doesn't That Count Anymore?" as least likely to be useful or important. The parents also identified the topic, "Marriage and Parenthood: Nobody Told Me It Would Be Like This," as equally unlikely to be useful or important. For both the professionals and parents

the topic about a child's physical development got only modest ratings and there was a great deal of variation among individuals as to whether or not this topic was useful or important (the standard deviations help to indicate disagreements -- where the value is large the ratings showed quite a bit of variation). The professionals ranked as least likely to be useful the topic the group helped to select. While all topics were generally ranked favourably, one must remember that registration was based on these topics and it is not likely that people who did not see them as useful or important would have registered!

TABLE 1

IMPORTANCE AND USEFULNESS OF TOPICS AS PERCEIVED BY PARTICIPANTS

Topics (Abbreviated)	Average Scores* and (Standard Deviations)		
	Parents (N = 14)	Professionals (N = 11)	Students** (N = 3)
Marriage & Parenthood	3.1 (.79)	3.7 (1.10)	3.7
Physical Development	3.4 (1.22)	3.8 (1.17)	3.7
Psychological & Emotional Development	4.6 (.75)	4.6 (.67)	5.0
They Fight - They Cry	4.1 (.61)	4.1 (.70)	3.7
Child Was Difficult	4.5 (.65)	4.0 (1.09)	n/a
Way I Was Brought Up	3.1 (.99)	3.8 (.75)	3.0
What's In This For Me?	3.8 (1.01)	3.5 (1.03)	3.7
Topic Participant Helped to Select	3.8 (1.08)	3.2 (.87)	3.3

* The statements were assigned the following values: No Use = 1; Little Use = 2; Somewhat Useful = 3; Important and Useful = 4; Very Important and Useful = 5.

** Standard deviations not calculated (N = 3).

Participation

The observer was present at every session from before the time the participants began to arrive to eat, until everyone had gone home. Among other tasks, the observer was asked to note briefly, at 15-minute intervals, the level and nature of audience participation and cohesiveness. This provided an opportunity to observe whether or not there was an evolution or change in the nature of the group over the program series.

Not surprisingly, the first meeting started out somewhat "quietly" and "cautiously." The professionals, particularly those who had a role in the school, (i.e. day care staff and teachers) were very helpful in making the parents feel comfortable and the tone became more friendly and congenial when everyone sat down and ate together. There was uncertainty when everyone moved into the room for the meeting and pulled chairs out and tried to decide where to sit.* Again the professionals mixed with the parents and were supportive.

At the meeting itself, there was limited participation and that mostly from the professionals and there seemed to be no real cohesiveness to speak of in the group. There was very little interaction until the very end of the meeting when people relaxed and talked more as they got ready to depart.

The second meeting again seemed to start out with a more informal and congenial atmosphere. Once again, the meal at the beginning seemed to be an important factor in assisting people to mix. During the meeting itself, there was a little more participation from parents, but still most of the participation was from the professionals. In this particular session the speaker was low-key and serious and the audience's interest seemed to lag. During this session, two of the parents (they were sisters) left the meeting and did not return to any more sessions. One of them made a statement disagreeing

* The library, a carpeted room, was used for the meetings; tables with chairs were scattered in small groups about the room.

with the speaker and she did not like the way in which the speaker replied to her statement. In the later telephone interview, one of the sisters said that she felt the material was "too simple" and that the speaker was "talking down" to them. The co-ordinator/facilitator became an active participant with the speaker in this presentation, and the pace of the meeting picked up, with an increase of interaction and active participation, particularly at the end of the session.

The third session got off to a slow start with only a few people getting there sharply at six. As the rest arrived, however, they seemed relaxed and comfortable. There was good interaction among the various groups of people and the meal was marked by informality, conversation and generally good spirits. There was some participation, although again it was mostly from the professionals. To change the pace, the speaker divided the participants into small groups of threes and fours for discussion. There was a lot of interaction and participation and by the end of the meeting it was possible to observe the beginnings of group cohesiveness.

The fourth session seemed to be the turning point at which there was a "coming together." It is not possible to ascertain the specific reason, whether it was because the speaker had been attending as a participant or whether it was because of the informality and cohesiveness built up over the previous three sessions, or some other factor. During the meal, there was more laughter, joking and friendliness. Everyone seemed to participate and an almost holiday-like spirit seemed to prevail. The speaker's presentation was low-key: the speaker himself had a soft voice, so that at first there was quiet as everyone concentrated on the presentation. As opportunity arose, so did group participation and interaction and one could see group cohesion evolving during this session as interaction developed among participants.

At the fifth session, although it began slowly, participation seemed comfortable, relaxed and quiet. There was a lot of interaction and participation at this stage. The subject of "child abuse" was mentioned by name: the group seemed "ready" for this kind of meeting. As the topic was discussed, there was a lot of talking and interaction among the participants. For most people this session ended too soon and some people specifically said so to the observer as they expressed their disappointment when their groups broke up.

The sixth session was quite different from the others. It started as the others had - dinner was relaxed, friendly, noisy with a lot of participation and interaction. There was more sharing of experiences and personal problems during the meal, as people seemed more willing to talk about themselves and their problems. The speaker's presentation was dynamic, and as one of the parents put it, "He certainly is the most colourful person we have had so far." The presentation was very personal and informal, although it did not provide much opportunity for group interaction. One minor event demonstrated that a high level of group cohesion had been reached. At one point, the speaker "centred out" one of the participants. The rest of the group, in a figurative sense, drew together to provide protective support. While this speaker was very successful, he came at a point in the sequence of meetings when the group was established. It might have been unwise to have used such a flamboyant speaker earlier in the series when the group's cohesiveness was developing.

The seventh session was not as well attended as the others (attempts to accurately monitor attendance were difficult). The two secondary school teachers and three secondary school students were unable to attend for the last two sessions and there were a few other absences. With fewer people,

the sessions were quieter; still, the relaxed, informal atmosphere remained. Although the speaker for this session was more didactic than the previous speakers and group participation was somewhat less than in some of the other sessions, there were further manifestations of group cohesiveness and interaction. After the session was concluded, both some of the professionals who were not committee members and some of the parents stayed and chatted both with each other and with the speaker. Indeed, a couple of the parents felt comfortable enough to remain through the feedback session when the committee members and speaker discussed the session.

The topic for the last session was chosen by the group and it was, "Problems to be Faced By Parents as a Child Reaches Adolescence." Few people arrived on time for supper and at first it seemed very quiet as people quietly drifted in; however, by 6:30 there were 29* people present including two husbands who attended with their wives as visitors. The mood was warm and relaxed and there was good interaction. As soon as the meal was finished, the people started to fill in the questionnaire for evaluation purposes. There was a book given to each participant, and the parents in particular used this as an opportunity to make brief speeches and thank you's. As the speaker began, there continued to be interaction, although it was essentially non-verbal. The mood was quiet during the final presentation and summing up; when the session concluded it was quiet but friendly, breaking into small groups as participants shared the last few minutes with each other, thanked the co-ordinator and said goodbye to each other.

Meeting Tone

When each meeting was over, the research observer was asked to reflect on it and rate the tone of the meeting using eleven pairs of adjectives

* Although attendance was not taken at previous meetings, a count was taken this time as there were apparently fewer present than previously.

(as noted in Appendix E). Although there was some variation from meeting to meeting, there was also considerable consistency. This could be attributed to the careful selection and quality of the speakers and to the fact that the co-ordinator talked with each speaker first and discussed both the nature of the audience and the type of content and presentation which the committee members wished.

In addition, the observer found several sets of the ratings to be nearly synonymous (e.g., warm and cold versus formal and informal versus friendly and unfriendly). The average values are not presented since they will likely be of less use than general comments. Meeting-by-meeting ratings also might focus more of the speakers than on the process.

The general tone of the meeting changed from neutral at the first meeting to a climate that was warm and friendly. There was also a general build-up of positive emotional climate up to the sixth session which was very emotional in tone, partly because of the speaker's approach and "impact" on the group. In the seventh session the tone reverted to the more moderate climate of the third, fourth, and fifth sessions - a climate which was never cold.

Most meetings seemed to be a good combination of being businesslike and sociable, although the sixth speaker and to some degree the second speaker were rated less businesslike than the others.

The tone of all meetings was generally rated as informal and was never called formal. This undoubtedly was due to the facts that the meeting room was arranged so that the people sat in small groups around tables and participation was mixed, with parents, professionals and students interacting. In addition, serving a meal first made a difference,

since it gave the people an opportunity to relax after work, get to know each other and become friendly.

None of the meetings appeared unplanned and for the most part they seemed to be fully planned.

The meetings seemed friendly, with the exception of the first meeting which was rated closer to neutral as the participants had not yet gotten to know one another.

Most of the meetings were definitely rated as informative. The second meeting was less informative, because the speaker did not seem to fully realize how well-informed the group was, or how familiar the content would appear. Most of the speakers were on-topic most of the time. Strangely enough, one speaker went off-topic because the audience did not question him and keep him focused on their particular needs whereas the other speaker went off-topic because numerous questions moved him away from his original topic. Most of the material seemed appropriate for the parents, although as mentioned the second speaker, whose material was very simple, and the sixth speaker, whose presentation was highly personal, were judged as neutral in terms of the appropriateness of their material.

It was hard to judge whether or not the speakers made comments which could easily be applied, whether or not their ideas were too simple or complex, or whether or not their ideas were new or old. Although audience participation and interaction were fair, the participants' comments during the sessions did not give enough information on which the observer felt an adequate judgement could be made. The wide variety of participants and the variety of their personal situations probably made it inappropriate to have asked the observer to try and judge the presentations on these criteria.

Speakers' Perceptions

It was appropriate to use the speakers themselves as another source of information about the meetings. The speakers were contacted shortly before the meeting by the co-ordinator/facilitator to prepare them for the session and indicate any specifics that they had to include in their talk. Thus, the interview which was conducted within a week of their presentation started out with the question of whether or not the group met their expectations. They all expected the group would be from Church Street School and would include parents, staff and some students. Five of the speakers specifically said they knew the mixture (i.e. proportion) of professionals to parents and three of them mentioned specifically that only half of the group were parents and that they had originally expected a larger proportion of parents. One had envisioned more fathers and two speakers had expected more "high-risk" parents. When specifically asked whether or not the group met their expectations, four said it matched and three said it didn't. Two of them were surprised at the "middle classness" of the group and were disappointed because there were so many educators and because there seemed to be so few "high-risk" parents. One presenter was surprised at the amount of discussion the group engaged in, which resulted in the speaker being unable to complete the material which had been prepared for that evening.

The kind of response that they looked for from the group can be summarized as follows (with some speakers being categorized twice):

- three got the response that they expected or wanted and two of these three mentioned the spontaneity of the group
- two had hoped for more in-depth discussion
- two had hoped to get a lot of discussion
- one expected to impart information to develop parenting skills
- one had hoped for more questions and felt that their absence was due to the topic selected for him/her.

When asked what kind of a response they actually got from the group, five speakers gave a positive comment, one a negative comment and one speaker felt both positive and negative. The speaker who gave the negative comment felt the material would have been more interesting if the topic had not been "chosen by someone else," was also the speaker who felt the audience was interested, positive, but reserved. The speaker who reported positive and negative feelings felt that the group had been temporarily lost during the presentation. The remaining speakers spoke of the open-hearted, honest, positive responses from the people and in general whether the audience's comments were "positive" or "negative" attributed the responses to the style of presentation and whether or not the material met the group's needs. One of the later speakers referred to the groupwork which had been provided by the preceding presenter. One speaker was disappointed in the audience response because he/she felt the content was not appropriate for the group's needs and as a result the presentation had not encouraged interaction.

In answering questions about the group's dynamics, the speakers felt positive; different speakers used phrases like, "strange sense of leadership," "group solidarity," "high degree of comfort," "cohesive group" to express their feelings. Two of the speakers mentioned the importance of their position in the list of speakers. One spoke at the beginning, when the group was being formed, and one spoke near the end when as he/she said the "pecking order" (i.e. of speakers) was established.

Finally the speakers were asked if they had any other observations or comments they could make about the program which would help in the evaluation.

Two liked the physical arrangement of the room which was in casual groups around tables. Two mentioned the informal atmosphere. Three said that the meal at the beginning was excellent. Four felt that the largest proportion of the group should be parents and all the speakers in some way referred to the need for the material to be useful to, and answer the needs of, the groups which were participating.

Thus in general each speaker evaluated the session that he or she participated in positively, although several felt that the organization of the sessions did not lead to the participation or inclusion of those who might be at risk of being child abusing parents.

Participants' Perceptions

Participants' perceptions were collected in two ways:

(1) a brief questionnaire was completed at the last session, and
(2) participants were interviewed by telephone following the last session.

The questionnaire tended to draw positive replies from participants. Part A drew very favourable responses to the tactical elements which were a critical part of planning the program. The fact that some ideas which worked seem "obvious" should not detract from their value nor should they be overlooked by future planners.

Both parents and professionals were unanimous in noting the importance of starting with something to eat as well as having questions and answers with the audience (see Tables 2 and 3)! Both groups tended to be least supportive of trying to keep the sessions to one hour and to stopping sharply at 8:00. There were also a few who questioned the value of the lectures, these replies may have reflected the fact that one or two speakers provided less opportunity for audience participation and questions and answers than did others.

TABLE 2

PROFESSIONALS' EVALUATION OF DIFFERENT ELEMENTS OF THE PROGRAM AND ITS ORGANIZATION (N = 13)

Program Elements	Evaluation			
	A Good Idea	Not a Good Idea	Doesn't Matter	No Answer
Start at 6:00	12	1		
Start with something to eat	13			
Provide babysitting	12		1	
Try to keep sessions to one hour	7	4	3	
Try to stop at 8:00 sharp	9	4		
Use lectures	7	2	3	1
Have questions and answers with the audience	13			
Have flipcharts	10		2	1
Have handouts	12		1	
Have small group discussions	10		2	1
Have a different speaker every night	10	1		2
Have a mixed group for an audience	13			
Have a different topic every night	11	1		1
Have these evaluation sheets	8	4	1	
Have the chairs set up in small groups around the tables	10	1	2	

TABLE 3

PARENTS' EVALUATION OF DIFFERENT ELEMENTS OF THE PROGRAM AND ITS ORGANIZATION (N = 10).

Program Elements	Evaluation			
	A Good Idea	Not a Good Idea	Doesn't Matter	No Answer
Start at 6:00	8	2		
Start with something to eat	10			
Provide babysitting	9		1	
Try to keep sessions to one hour	1	3	6	
Try to stop at 8:00 sharp	4		6	
Use lectures	6	2	2	
Have questions and answers with the audience	10			
Have flipcharts	6	1	3	
Have handouts	6	1	3	
Have small group discussions	6		4	
Have a different speaker every night	8		2	
Have a mixed group for an audience	8		2	
Have a different topic every night	8	1	1	
Have these evaluation sheets	7		2	1
Have the chairs set up in small groups around the tables	4		6	

Not surprisingly, most of the professionals found the content of the presentations to be familiar material (Table 4). Although there were a few points that were unfamiliar to a few of the parents, most of them also identified the content as familiar (Table 5). Even if the sessions did not impart new knowledge as such, they could encourage and support positive kinds of parental behaviour. The speakers had to build on what the participants already knew, thus one should not be surprised if the participants did not feel they had "learned" a lot, though it is hoped they felt the sessions were worthwhile. The follow-up interviews provide further insights.

One question which asked for a general evaluation of the program was "Were there any weaknesses?". Six of the 13 professionals thought there were. Three said that the content was not specific enough and it "hedged" around the major issues of child abuse, needed to talk more about adolescents and also how to handle specific problem behaviours. Two felt that the organization led to some problems because there wasn't enough time to get to the major issues or cover all the content and because with a new speaker each week it was diffiuclt to adequately brief a new person for each session. A final point was that there should have been more group interaction and more varieties of format through the use of film etc., and that there should have been more specific references to, and use made of, the materials that were handed out.

The parents had similar concerns. Eleven of the seventeen identified weaknesses:

- four felt they already knew about a child's physical development
- three thought the first night was "dull"
- two felt there was too much concentration on younger children
- one person objected to lecturing
- one objected to the use of flipcharts, and
- one felt she didn't learn anything she didn't already know.

As for the most helpful part of the program, the professionals identified the following elements:

- four mentioned the attitude of support and understanding from the speakers and other professionals
- four noted the use of "real experiences" by the participants and speakers
- three spoke of the actual discussion of content by the participants
- three said "the meal"
- two talked of the building of "trust" as the sessions progressed
- two mentioned the informal setting, and
- two said the best part was obtaining better understanding of self and child.

Two of the students felt the program was weak for them because it was for adults and there was nothing to which they could relate. One student found the discussion among parents helpful. The other students, like the parents and professionals, identified various individual speakers as being helpful.

TABLE 4

PROFESSIONALS' ASSESSMENT OF WHETHER OR NOT MATERIAL PRESENTED BY THE SPEAKERS WAS NEW TO THEM (N = 13)

Points Made By Speakers	Assessment of Material		
	Knew It Before	Learned It From The Speakers	No Answer
A husband and a wife bring different biases to their marriage.	12	1	
Mothers have biases about raising children.	13		
We will understand our children better if we make a practice of noticing how they act in places outside the home.	12	1	
One way of knowing our children better, is to watch for the milestones in their development.	13		
To develop and grow normally, a child must have proper sleep, touching and holding, and play.	13		
We must watch both the messages we give our children, and the messages our children give us.	11	2	
If you want your child to respect you, you must respect your child.	13		
For better communication, it is necessary to share responsibilities with the child.	12	1	
It is a good idea for the whole family to sit down together and talk things over in a democratic manner.	13		
It is important to have established routines for a child.	13		
As the child grows older, the parents must recognize and allow the childs' boundaries to expand.	12	1	
You have to be firm with your child without nagging.	13		
If you like yourself, then you can love others.	13		
If you give love, you do not have to worry about receiving it.	12	1	
Single parents have a right to have their needs met just like everyone else.	12		1
As long as a child knows that a parent will return, separation can be accepted	13		

TABLE 5

PARENTS' ASSESSMENT OF WHETHER OR NOT MATERIAL PRESENTED BY THE SPEAKERS WAS NEW TO THEM (N = 10)

Points Made By Speakers	Assessment of Material		
	Knew It Before	Learned It From The Speakers	No Answer
A husband and a wife bring different biases to their marriage.	10		
Mothers have biases about raising children	9	1	
We will understand our children better if we make a practice of noticing how they act in places outside the home.	7	3	
One way of knowing our children better, is to watch for the milestones in their development.	5	4	1
To develop and grow normally, a child must have proper sleep, touching and holding, and play.	10		
We must watch <u>both</u> the messages we give our children, and the messages our children give us.	6	4	
If you want your child to respect you, you must respect your child.	8	2	
For better communication, it is necessary to <u>share</u> responsibilities with the child.	6	3	1
It is a good idea for the whole family to sit down together and talk things over in a democratic manner.	8	2	
It is important to have established routines for a child	9	1	
As the child grows older, the parents must recognize and allow the childs' boundaries to expand.	7	3	
You have to be firm with your child without nagging.	8	2	
If you like yourself, then you can love others.	8	1	1
If you give love, you do not have to worry about receiving it.	8	1	1
Single parents have a right to have their needs met just like everyone else.	7	3	
As long as a child knows that a parent will return, separation can be accepted.	8	2	

Most of the questions explored the effect of the program on the individuals themselves. Did they find it personally worthwhile? All the parents and professionals thought so, but one student didn't because it was oriented towards adults who seemed "defensive" in talking about their problems and failures. Eight of the parents, however, found the exchanges with other parents a major reason for it being worthwhile and seven also found the speakers worthwhile. The professionals tended to identify why the program was worthwhile for the parents, rather than answering the question personally, although three did say they enjoyed the socializing and four said that they liked the speakers who were described as enjoyable, helpful and reinforcing.

One possible outcome of an effective program might be that participants got ideas which they could use themselves or share with others to help them. On the basis of this question, the professionals were less positive than the parents. Many of the professionals would not see this evaluation question as relevant or appropriate; only three had children of their own in the age bracket at which the program was targeted and even though the question was reworded to include children they worked with, only eight said they got ideas that they could use or share with others. Three of the professionals said that the program made them more empathetic and better able to deal with parents in their professional role; three said that it reinforced their ideas and methods; and two said that it gave them ideas on which to reflect. Although most of the professionals did not get ideas to share with a friend or neighbour (only two did), four did report discussing the program with staff members, and two more discussed it with other resource people and other professionals who might design such a program.

Twelve of the parents said they got ideas to share with and help others, four said they didn't, and one gave no reply. Three of the four and the person who gave no reply stopped attending after the second or third session because the sessions weren't interesting or helpful. The fourth person had an adolescent child to whom the material did not seem to apply.

Most of the ideas related to very specific problems such as bed-time, temper tantrums, re-establishing rules, discipline and consistency, and specific fears. Three said it helped to develop better communication, patience, and closer relationships.

Fourteen parents said the program gave them ideas which they shared and they gave twenty examples. Five talked about it in a general way, four talked to friends who had children with specific problems, three shared information with co-workers, three with relatives, three with professionals, (e.g., at Sunday School) and two shared the printed material.

Two of the students said they got ideas they used when they worked with kids and one also got some ideas to help deal with a younger brother. Both of them shared ideas at home with the family and one also did at school. The other didn't share any of the ideas.

The question about whether there were any things about the program that surprised the participants was another way of trying to identify unmet expectations. Twelve of the professionals were surprised at some element:

- three at the warmth and enthusiasm
- two at the comfort the parents felt at speaking out and the informal atmosphere
- two at one of the speaker's "dramatic" impact
- two that people did not stay for coffee
- one at the "matriarchal" group
- one that it was not more like a workshop
- one that such an "expensive" book was given to the participants, and
- one that the topics weren't handled in more depth.

Thirteen of the parents had similar "surprises" in a positive way:

- two were surprised at the mix of the audience
- one was surprised at the freshness of the speakers
- one at the amount of group participation
- one at the effort put forward for the program
- one at the good meals
- one that the speakers did not act like authorities, "they were human"
- one at the businesslike tone of the group
- one at the book which was a gift.

There were two negative comments for each of two presentations, and there was one negative reaction for the reference to the Mental Health Association on one pamphlet.

The students' surprises related to the informality of the group, the use of a series of speakers without a panel or any direct involvement of the students, and the variety of speakers.

Finally, the last question asked if the program made a difference to them personally. All but one of the professionals said "yes." The breakdown was as follows:

- five committee members said they were pleased it was so well received
- five others said it reinforced their ideas on the value of such a program
- two felt the program helped reinforce their ideas on child rearing
- two said it was a positive learning experience
- two felt it brought them closer to the parents of the students
- one person identified something in a particular presentation with which she identified, and
- one thought it heightened her awareness of and sensitivity to presenting such issues.

Nine of the seventeen parents felt that the program made a personal difference. Although the expressions were personal, they can be summarized by saying that there were four parents who said they felt better within themselves and felt that they were doing a good job. There were seven who felt they were improved in some way, e.g., had gained confid nce in responding to others, had gained insight regarding others' behavour; had gained understanding in handling her own child; now thought before she acted.

One student identified a specific item that was learned; the other two did not.

The last data to report from the interviews is the suggestions for getting parents out to such meetings and other miscellaneous suggestions. All of the parents made suggestions. The major suggestions are as follows:

- six parents suggested using word of mouth
- six suggested having supper first
- six suggested using a pamphlet with an interesting logo
- five mentioned the free babysitting as important
- three mentioned a convenient time
- two mentioned the selection of interesting topics and a good smooth "behind the scenes" organization.

The lists of suggestions from professionals and students was almost identical.

At this point the additional comments made by the participants seem somewhat redundant as they do not add fresh points. Two of the students repeated that they wanted a program more oriented towards adolescents with possibly more variety, e.g., not just speakers. The content, according to one, should be more focused on child abuse.

The parents said there should be more emphasis on single parents, and that the program should include more parents and focus more on the

adolescent. The most commonly made suggestion, however, was that the program should be a continuing one. This was suggested by five people and four said that it should touch more on personal problems and meet personal needs. Four also noted that the next program, like this one, should start out low-key with a non-threatening speaker.

The professionals also made similar comments. Four of them suggested longer sessions with coffee afterwards. Three said that "non-threatening" speakers should be invited, and two mentioned dealing with problems of older children. There were single mentions of such things as having personal questions answered, advance rules about smoking, using some parents as leaders, and paying more attention to parents' needs.

SUMMARY AND CONCLUSIONS

The pilot project at Church Street School evolved from an initiative of Dr. Robert Bates who, in 1976, brought together a group of people interested in preventing child abuse and neglect. This led to a steering committee which planned a set of eight presentations for parents, and which, through a positive emphasis on knowing and using "parenting skills", avoided the negative connotations of sessions about "child abuse". A different speaker, each of recognized expertise, was obtained for each session. They presented various selected topics. The committee arranged to have free babysitting during the sessions and a free supper before each session.

The parents of children who went to Church Street School and the parents of children attending Church Street Day Care Centre were invited to attend as were the staff of the day care centre and the school. There were 21 parents, 6 staff and the 7 committee members who registered. Two teachers and three students from a nearby high school also registered as a result of an invitation extended to Physical and Health Education classes at the school.

Evaluation data were gathered from the people who registered for the program, through interviews and paper and pencil questionnaires. In addition, all the speakers were interviewed and the research assistant completed observation schedules for every session.

The evaluation indicated that the careful planning and selection of speakers had been worthwhile. There was a good sequence of speakers and topics. The observations provided evidence that the group became stronger and more cohesive, with each succeeding session and that as a result it was possible to successfully introduce content that was stronger and more emotional and more personal in the later sessions than in the beginning. The free baby sitting was seen as essential in permitting some of the parents to come. The meal at the

beginning seemed to be a valuable element in the success of the sessions as it helped to make the participants feel comfortable and develop a sense of cohesiveness.

There was some indication that not all the content was seen as suitable. It appears that if parents cannot use the information immediately or in the near future, it is of less interest to them. Since they did not have babies they were not greatly interested in the growth and development of infants even though understanding a child's developmental history is probably relevant to understanding the present behaviour of a child. The participants were mostly interested in information related to approaching adolescence. The high school students did not feel that the program was directly relevant for them.

Although the professionals played a significant role in "breaking the ice" and making the parents feel at home; some of the speakers felt that a larger proportion of the group should have been parents (and a smaller proportion professionals).

The preceding two paragraphs deal with the only two weaknesses where improvements might be achieved in the future. In addition, although not seen as a shortcoming, there were a few people who wished that there was some way the group could have continued. Since the sessions ended shortly before school did in June, it was not possible for the group to continue meeting.

For those who would like to organize a similar program at their school or day care centre, the first step is to form a local planning or steering committee. While this committee should be small to be efficient, it ought to be large enough to represent both those who will be presenting the program and those who will be participating in it. The planning meetings should begin at least half a year before the sessions are to start. If it is anticipated that participants may want to continue meeting after the sessions then the planning committee ought to start meeting the preceding school year and the sessions should conclude before Easter. The program should be planned to meet the needs

and interests of the participants. Adolescents, parents of infants, parents of youths, and parents who are expecting a new baby have different interests and needs. Although there are many elements that could be usefully presented to all of these groups of people, it may be wiser to try to focus on only one target group.

The sessions have to be run when people can attend (e.g.,after work) and it is a good idea to begin the sessions with a meal. A babysitting service is needed. A flyer is a good way of initially disseminating information but it should be followed up with personal contacts to remind people of the dates and place. Personal contact is an important way of inviting those who did not register as a result of a flyer. All these activities help to attract parents.

Throughout the session there should be a small core of people from the planning committee and/or the staff (it is hoped that some of the staff would be on the planning committee) who are among the participants to help the parents feel more at ease.

A session once a week for a couple of months seems desirable and should provide enough time to deal with some of the key issues relating to parenting.

The evidence from this evaluation suggests that the above elements will lead to a successful series of meetings, particularly if careful thought is given to selecting the presenters and their topics.

APPENDIX A

Initial Proposal Prepared by L. Birmingham with Supporting Material Submitted to the Superintendent of Curriculum and Program

The Hospital for Sick Children

555 University Avenue · Toronto · Ontario · Canada
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November 24, 1976

Since the beginning of time, children have been abused and neglected. Ancient philosophers beat their pupils, children were sacrificed to the gods, infants were abandoned during the crusades, and even today the rights of children are still not championed. Frequently we allow innocent children to be rebattered by not recognizing our moral and legal obligations. It is up to us to be knowledgeable about these children in jeopardy, and their needy parents who are earnestly seeking help.

The battered child is an extreme indication of disturbed family interaction but this problem, in lesser degrees, may be reflected in neglected children, delinquency, and the whole gamut of behavior disturbances displayed in childhood. The neighbor, teacher, nurse, social worker, physician, police officer, lawyer, and judge all have a role in their protection. If this chain of communication breaks at any point, the child and his family will suffer. A community approach is critical to the success of the enormous project of prevention of the breakdown of family life. With early detection and appropriate management today's battered child need not become tomorrow's juvenile delinquent or abusive parent. This vicious cycle can be broken.

Robert P. Bates, M.D., F.R.C.P. (C)
Pediatrician & Director
Child Abuse Program

We Must Stop the Vicious Cycle of Child Abuse

by Vincent J. Fontana, M.D., F.A.A.P.

Child abuse is a medical-social problem which has reached epidemic proportions in some areas of our country. Statistics strongly suggest that child maltreatment may well be one of the most common causes of death in young children. In addition, thousands of children are permanently injured, physically and mentally, as a result of physical and psychological abuse.

Because children who are maltreated are likely to grow up having an unusual degree of hostility toward the world in general, they are only too likely to become child abusers and generally violent people themselves.

It is not only physical battering that is damaging to a child. Abuse can take the form of "battering" with words. And though verbal abuse does not cause physical injury, it may cause severe future emotional damage and permanent psychological abnormality.

We should also consider as abused, the child who is consistently coldshouldered, for he or she is likely to develop serious personality problems. The child who is brought up in an emotional refrigerator in which there is little if any fondling, cuddling, and love eventually comes to view the world as a cold and hostile place.

Who then are maltreated children? They are the children who are physically abused and battered; they are also the children who are life-starved and love-starved, who grow up without a sense of self-esteem or a feeling of being wanted.

Parents who continually criticize, demean, reject, or ignore a child inflict an especially destructive kind of hurt on a child. The child's arm may never get broken, but the rage and hostility find their target. A *lack* of protective and supportive parenting—of touching the child with love—is a form of abuse that is not generally recognized by society. Effective parenting encompasses wholesome, sustained parental affection, acceptance, and approval of the child.

Few parents would willfully injure their children. However, during stressful situations some parents lose their control and strike out—physically or verbally—at their children. With the many stresses all of us experience these days, there is more adult frustration and anger that can trigger child abuse.

But such maltreatment can be stopped. First, society must recognize that child abusers are not criminals but rather people badly in need of help. A decade ago, there was little help or support for such unhappy people. Today there are many services throughout the country to help abusive or neglectful parents understand and overcome their anger, and deal with their children lovingly and constructively.

Resources for concerned parents

CALM (Child Abuse Listening Mediation, Inc.), P.O. Box 718, Santa Barbara, CA 93102, (805) 931-1115; The American Humane Association/ Children's Division, P.O. Box 1266, Denver, CO 80201, (303) 771-1300; National Center for the Prevention and Treatment of Child Abuse and Neglect, 1205 Jasmine, Denver, CO 80201, (303) 321-3963; The New York Foundling Hospital Center for Parent and Child Development, 1175 Third Avenue, New York, NY 10021, (212) 879-2200.

Dr. Fontana is professor of clinical pediatrics, New York University College of Medicine, medical director and pediatrician-in-chief, New York Foundling Hospital Center for Parent and Child Development, and director of pediatric allergy, St. Vincent's Hospital, New York.

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CHILD ABUSE AND NEGLECT

Guidelines for School

Principals, Teachers, Nurses and Counselors

School personnel come into frequent contact with children who are physically or emotionally neglected or who are victims of physical or sexual abuse. Such children may be found in families of any economic level or of any social class in the community. If teachers are alert to the following signs and symptoms which point to the possibility of child abuse or neglect, they can take a first step to bring help to these children.

Indicators of a Child's Need for Protection

A. The Child's Behavior

Is the child aggressive, disruptive, destructive? Such a child may be behaving in these ways out of need to secure attention. He may be shouting for help. His behavior may reflect a hostile or emotionally destructive climate at home, or he may be imitating destructive parental behavior.

Is the child shy, withdrawn, passive or overly compliant? This child may be as emotionally damaged as the aggresive child. He has internalized his problem; his cry for help is a whisper instead of a shout. He may be inattentive; he may daydream; he may be out of touch with reality.

Is the child an habitual truant - chronically late or tardy? Is he frequently absent for flimsy reasons and lame excuses? This behavior points to problems of adjustment - problems at home, in school, within the child, or in combination.

Does the child come to school much too early? Does he loiter and hang around after school is dismissed? This child may be seeking to escape from home - he may lack normal satisfaction at home. On the other hand, he may be "pushed out" in the morning and has no place to go after school because there is no one to supervise or care for him.

B. The Child's Appearance

Is the child inadequately dressed for the weather? Is his clothing torn or dirty? Is the child not clean; is he unbathed? These are all signs of physical neglect. It reflects a breakdown in household management and in concern for the child.

Is the child undernourished? Is he coming to school without breakfast; does he go without lunch? This is often a problem unrelated to poverty.

cont'd....

Is the child always tired? Does he sleep in class? Is he lethargic or listless? Such conditions are symptomatic of parental failure to regulate the child's routines, or of family problems which disrupt family routines.

Is the child in need of medical attention? Does he need glasses or dental work?

Does the child show bruises, welts and contusions? Is he injured frequently? Does he complain of beatings or other maltreatment? Is there reason to suspect physical or sexual abuse?

C. Parental Attitudes

Are the parents hostile or abusive when approached about problems concerning their child?

Are they apathetic or unresponsive?

Is parental behavior, as observed by school personnel, or as related by the child, bizarre and strange?

Do the parents show little concern about the child? Do they fail to show interest in what he is doing? Do they fail to participate in school activities or to permit the child to participate?

If children are identified when they show the earliest impact of their families' problems, help can be made available at a stage when their problems can be more readily resolved.

Section 41 of the Child Welfare Act of Ontario states:

> (1) Every person having information of the abandonment, desertion, physical ill-treatment or need for protection of a child shall report the information to A Children's Aid Society or Crown Attorney.
>
> (2) Subsection 1 applies notwithstanding that the information is confidential or privileged, and no action shall be instituted against the informant unless the giving of the information is done maliciously or without reasonable and probable cause.

It is important to emphasize that the role of the Children's Aid Society is to assess each case and to provide the necessary help to the abused child and his family. While we may individually feel reluctant to become involved in reporting it should be remembered that unless reporting occurs, there is little likelihood of offering help.

If you suspect a child has been abused or neglected, contact:

The Children's Aid Society

Telephone:

- Page 1 -

PROPOSAL:

Re: An attempt to increase awareness and skills of students and teachers in the areas of child abuse and effective parenting.

- A group of interested people has discussed this concept and begun preliminary explorations of ways and means to stimulate interest in the pursuit of these topics.

COMPOSITION OF GROUP:

+ - Gloria Torrance, Physical Education Consultant, Toronto Board of Education
+ • - Dr. Bates, Hospital for Sick Children
- Ann Shilton, Principal, Jarvis Collegiate Institute
- Craigie McQueen, Physical Education Head, Jarvis Collegiate Institute
- George Shepherd, Physical Education Head, Jarvis Collegiate Institute
- Allison Bury, Student, Jarvis Collegiate Institute
+ - Les Birmingham, Principal, Church Street Public School
• - Harriet Szonyi, Teacher, Castlefrank, Nursery at Eastdale
• - Olesia Choma, Teacher, Church Street Public School
• - Penny Hearn, Teacher, Church Street Public School
- Margaret Legge, Parent and Workshop Trainer ←
• - Buffey Amey, Parent and Public Health Nurse —
• - Cindy Scratch, Public Health Nurse, Jarvis Collegiate Institute
• - Jean Lilley, Public Health Nurse, Church Street School
• - Jane Richardson, Teacher, Church Street School
• - Nanci Lye, Day Care Co-ordinator, Church Street School

+ Idea first presented by Dr. Bates in this group of three

• Not at initial exploratory session but expressing interest in pursuit of topic and involvement in process.

ASSUMPTIONS:

- Child abuse is a reality and takes many forms some of which are very subtle yet equally, if not more damaging, than overt physical abuse.
- that parenting and teaching have more commons than differences in the methodology of each
- that young people are interested in preparation for parenting
- that techniques and knowledge exist which will provide means to teach parenting skills
- that any such program requires joint participation of students, children, parents, and teachers, with the aid of skilled resource people
- that a change in attitude is not only necessary but possible for the future
- that some remediation can also take place for persons now parents or teachers, but lacking in understanding and skills
- that such a program jointly devised, may prove to be a basic part of all school programs and may be a factor in the reduction of child abuse and alienation

- that the basic principles involved in effective parenting can be applied to all students thus better enabling them to be functioning adults
- that in-school pilot processes should be fostered with Board of Education support
- public awareness is required
- if public awareness is gained then the whole concept can be given public support and increased credibility
- if we are successful many society ills may be diminished or eliminated
- proper education through the school process provide a meaningful substitute for missing elements of the traditional family which have disappeared in the evolutionary changes of the family
- it is our mandate to be responsive to human needs

OBJECTIVES:

- to increase productive child development
- to become aware of the reasons which lie behind child abuse
- to provide access for adolescents to programs which teach effective parenting skills as part of their High School curriculum
- to provide access to children ages 5 to 10 through Church Street School
- to facilitate liaison between Elementary and Secondary Schools as a part of the whole attitudinal improvement required to bring about productive interpersonal relationships at all levels
- to increase awareness as to what can constitute child abuse
- to show how this is relative to teaching methods and indicate the implications for increased learning for educators
- to provide opportunities for students to be involved in creating curricula designed to meet theirs' and societies' needs in this area of parenting
- to provide opportunities for parents to participate in shared learning about on-going parenting
- to assist single parents in their roles
- to enable increases in tolerance levels and capabilities of people
- to help children and adults to develop a positive self image

PROCESS:

1. Develop a planning and implementation team composition - Secondary and Elementary School teachers, students, parents, Day Care workers - other resource people, to:
   (a) plan, organize, and implement (i) workshops, (ii) field experiences, (iii) curricula.
2. From (a) recruit and activate several new teams of trained personnel to expand the process of implementation.
3. From (a) develop a work-group to plan and formulate relevant curriculum material so as to: (i) put together a workable unit or units on child abuse and effective parenting suitable for Secondary School students and for teachers at all levels, (ii) relate 3(i) to pertinent field experiences, (iii) assess and revise the data, (iv) sell the concept and

curricular data at local and at Ministry levels.

CONTENTS AND NATURE OF -

A. WORKSHOPS:

- Focus on people - attitudes, interests, and needs - requirements of people
- Parent-child relationships
- Teacher-child relationships
- Parent-teacher relationships
- Information gathering - what are the needs - why - how to meet or do something about them
- Societal Gains - Educational Gains
- Workshops to isolate problem, define its scope, provide alternative behaviours, build in support for people, increase understanding and capability

B. CURRICULA:

(i) Find out (what is now available
(what is missing
(how to implement or provide
(where to implement
(what resources are available

(ii) Create relevant curriculum

C. FIELD EXPERIENCE:

- in Nursery Schools
- in Day Cares
- in Neighbourhood Schools
- in Homes

SUGGESTED BUDGET REQUIREMENTS:

for Resources:
(i) Things
(ii) People
(iii) Space

(i.e.)

1. Workshops & Resource People	$5,000.00
2. Materials, Literature, etc.	500.00
3. Rentals	250.00
4. Production Costs	250.00
	$6,000.00

ADVENTURES IN ATTITUDES

UNIT HEADINGS

1. COMMUNICATION SKILLS
2. PROBLEMS OF COMMUNICATION
3. UNDERSTANDING YOURSELF
4. PERSONAL ROADBLOCKS
5. SELF-CONFIDENCE
6. SELF-DISCOVERY AND AWARENESS
7. UNDERSTANDING OTHERS
8. KEY TO GOOD HUMAN RELATIONS
9. A PLEASING PERSONALITY
10. FULFILLING PERSONAL NEEDS
11. GETTING THROUGH TO PEOPLE
12. PROBLEM SOLVING SKILLS
13. HOW TO COME ACROSS TO OTHERS
14. GROUP DYNAMICS
15. THE SECRET OF MOTIVATION
16. SIX STEPS TO MOTIVATION
17. DETERMINING A PURPOSE
18. SETTING GOALS
19. TIME MANAGEMENT
20. EXPECTATIONS

APPENDIX B

Church Street School Pilot Project

Proposal Prepared by B. Chisholm for
Submission to the Ministry of Community and Social Services

CHURCH STREET SCHOOL PILOT PROJECT

PHASE ONE PROPOSAL

INTRODUCTION

Many strategies have been developed in the past decade to deal with the apparant increase in child abuse and serious child neglect. Not surprisingly, these efforts have been directed at improving professional and lay citizen competence in discovery, recognition, reporting, intervention, and necessary treatment and remediation where possible, of the children and their parents.

The Church Street School Pilot Project addresses the question of Prevention. Research and experience have pointed out over and over again how limited are the number of coping skills in abusing and/or seriously neglecting parents. In areas such as housekeeping, money management, shopping - storage - and preparation of food, caring for infants, toddlers, and pre-school children, management of training and discipline, and general response to stress, fatigue, anger, and frustration, parents who hurt or harm their children show an often woeful lack of "know-how".

It is our belief that when the demands of parenting encounter such lacks in skill, the outcome is predictable. It is further our belief that when young parents and young about-to-be parents are assisted in developing some self-understanding and some life - management skills, the incidence of unintentional child abuse can be reduced. Now that many families are widely separated by geography, the support and teaching available from an older generation is less accessible - or not at all accessible - to young parents. The community (which is all of us) must, therefore, step in to help. The Church Street School Pilot Project will attempt to partially fill that supportive void by sharing with a group of young parents in the process of self-learning and the competence development we believe necessary if they are not only to be good parents, but to feel they are good parents, and rejoice in that awareness.

TITLE OF THE PROJECT

The Project will be known as PROJECT R.E.A.D.Y. (Realistic Education About the Days and Years.)

PURPOSES OF THE PROJECT

1. To provide an opportunity to learn or relearn about the needs of children, and how they develop;
2. To assist in the development of constructive methods of child rearing;
3. To help individuals to understand themselves in relation to parenting and its demands;
4. To encourage the learning of new and more satisfying methods for dealing with stress, anger, and frustration;
5. To help young people learn enough about themselves so that they can make conscious decisions to be or not to be parents (or parents again).

STRUCTURE OF THE PROJECT

1. There will be 8 sessions of 1½ - 2 hours each held once weekly.

An Evaluation session (9th meeting) will follow no more than two weeks after Session Eight.

2. The discussions will be held from 6:00 p.m. - 8:00 p.m. at Church Street School:

a. Baby sitting arrangements will be guaranteed by the Project and paid for by the Project, if necessary to allow parents to attend;
b. Supper will be provided to parents and the children before the sessions, from 5:00 to 6:00 p.m.
c. Coffee and tea will be available during the discussions and afterwards until 8:30 p.m.

3. CONTENT (CSS Day Care Parents will assist in advance in the decisions about content of the Sessions.) While it is useful to consider content quite thoroughly in advance, and to decide on focus, emphasis, and items to be left out as well as included, no agenda should be considered "fixed" once written down. Sensitivity and flexibility may dictate a change in order or even a change in topic, as a result of previous discussions. Group wishes re agenda should be considered as the sessions progress.

Having said that, the following is a set of proposed agendas for eight sessions:

See attached.

4. EDUCATIONAL APPROACHES

- Group Discussions - whole group, small groups.
- Speakers and Presentations - guest speakers and "experience experts".
- Films, filmstrips, slides
- Handouts for each session
- Journals and scrapbooks
- Attitude questionnaires - Before and After
- Role playing?
- Giving of a "diploma" at completion
- Participation in Evaluation

5. RESOURCES

- Committee members
- Guest speakers for certain topics
- Newspaper clippings - news items, ads, comics, etc.
- Films
- Group members

CHURCH STREET SCHOOL PILOT PROJECT - PROJECT R.E.A.D.Y.

POSSIBLE AGENDA ONE	POSSIBLE AGENDA TWO	POSSIBLE AGENDA THREE
Unit One - Introduction Session	Unit One - Introduction	Unit One - Introduction
Unit Two - Marriage and Parenthood: Nobody Told Me It Would Be Like This.	Unit Two - What About Something For Me: That Kid Gets It All!	Unit Two - Aren't All Babies and Children the Same?
Unit Three - Caring for Small Children: Will I Ever Not Be Tired?	Unit Three - What About Discipline: Is it Just a Question of Spank or Not to Spank?	Unit Three - My Favourite Struggles: Stop Crying; Stop Fighting; Keep Quiet.
Unit Four - Discipline is Teaching, Not Retaliation.	Unit Four - What About Stress: Of Course I Get Mad!	Unit Four - Why Don't They Understand How Tired I Am, How Expensive Everything Is, Why I Get Mad!
Unit Five - The Economics of Family Life.	Unit Five - What About Children's Feelings: They Don't Remember What Happened; They Never Talk About It.	Unit Five - Group Selection
Unit Six - Dealing With Stress and Anger: Don't You Speak to Me Like That!	Unit Six - What About The Way I Was Brought Up: Doesn't That Count Any More?	Unit Six - Who Will Help Me Raise This Child?
Unit Seven - Dealing With Teachers and Principals: Don't I Have Any Say?	Unit Seven - What About Dealing With Teachers and Principals: Do I Have Any Say?	Unit Seven - Self-Esteem Matters: How Do I Get Some?
Unit Eight - Our Children Are Our Future, They Say.	Unit Eight - What About Morals For My Children: Who Is Supposed to Teach Them?	Unit Eight - Group Selection

SOME QUESTIONS TO BE CONSIDERED

1. Even though the age range served by CSS Day Care is 5 - 10 years, should we include sessions on the needs, care, developmental patterns of babies and toddlers and pre-schoolers? (see POSSIBLE AGENDAS ONE, TWO, THREE). Advantages to be gained, if we did so, are:

a. - implanting understanding that children's needs, etc - begin at the beginning;

b. - provides an opportunity to demonstrate that babies and very small children are not in control of their behaviour and therefore are not deliberately defying the parent when they wet, soil, cry continuously, spit up, etc;

c. - provides an opportunity for group members to look back at infancy of previous or present children and look forward to future infants w/o "losing face";

d. - since the greatest number of abused children are under 3 years of age, allows the Project to realize its subliminal goal of prevention (or at least to address that purpose).

2. No formal mention is made of child abuse in any of the POSSIBLE AGENDAS. This is deliberate, because the tone of the meetings have directed me that way: away from child abuse per se and toward parenting preparation/training. Is this still what we want? If we want child abuse somehow a part of the program, it can readily emerge in the discussions on handling stress. However I think we should make up our minds on this point.

3. Is there a potential problem in the cultural mix? By this I mean: are we in danger of presenting a mainly Anglo-Saxon rationale to the issues of parenting, if any significant number of the members of the group are not Anglo-Saxon? How do we "correct" to give proper recognition and balance to cultural difference?

4. Do we wish to present a particular parenting theory, such as Drieckers or Adler or Gordon, or who-all, or not? To follow one theory only will allow for more cohesiveness and (hopefully) reduce confusion. On the other hand, does that limit the possibilities and the discussions?

5. Since the sessions are (presumably) scheduled for the evening, experiences such as field trips, observation sessions, etc seem ruled out. Do we want to deal with this as a missing factor?

AN APPROACH TO GUIDELINES - PROJECT READY

INTRODUCTION

"So many parents would do so much better by their children if they just knew how".

The purpose of this Guide is to help PROJECT READY to give positive expression to the implications in the above statement. Our children - and their parents are entitled to the most enabling childhoods which circumstances make possible. Those childhoods need not be constricted because of parental ignorance. The community can assist parents, both in coping and in learning to cope.

This Guideline includes lesson outlines in the Eight Units of the PROJECT. These may be grouped into three main areas:

- How Children Grow and Develop
- Managing Behaviour and Dealing With Feelings
- Meeting the Needs of Parents as Persons

Support materials will also be included in the Guide. Of value will be the daily newspapers from which may be clipped news items, ads, comics, columnists articles, which can be used as discussion-starters. They are current, and they bring an outside touch of reality to which the group can relate. Magazine articles may perform the same function on occasion, although they are not as flexible as newspaper clippings.

SOME BASIC DO'S

1. Films can be excellent discussion-starters, or learning reinforcements. But they can have the opposite effect, if inappropriately used. Therefore, films selected for showing must be viewed ahead of time, so that the selection can be affirmed as useful, and the discussion leader is familiar with the topic and the events portrayed, and has had time to identify and develop the points he/she wants the group to look for.

2. Group members should be encouraged to keep a notebook or scrapbook, or both. This helps to pin down their experience in the sessions, and provides a reference resource for the future. In addition to the newspaper clippings referred to above, members may wish to include the handouts, magazine articles, and other items of their own choosing.

Some people learn best through listening to others or in conversations with others. Others are more quiet, and learn best "in conversations with themselves", in notebooks which is their personal record.

3. It is often useful in the early stages of the discussion sessions to ask the members to write a note to themselves privately which contains the following Memo-to-Themselves:

- What They Most Want to Learn from the Discussions
- What Is Their Biggest Personal Worry As a Parent
- Who Is Their Biggest Personal Problem As a Parent.

These Memos are not shared with the group. They are checked by the individual at mid-point and at the conclusion of the PROJECT.

4. Outside resource people are useful.

GETTING STARTED

1. Should we make use of an AWARENESS EXERCISE? For example:

PLEASE COMPLETE THE FOLLOWING STATEMENTS:

1. I feel that all married couples should _____
2. I feel that all mothers need to _____
3. I feel that all fathers should _____
4. I think having children means a marriage _____
5. I think the most important thing for a baby is _____
6. I think the most important thing for a pre-schooler is _____
7. When I get really angry at the children, I _____
8. When I am very tired I wish the children _____
9. When my child(ren) misbehave, I feel I must _____
10. When I look at other parents, or hear them talk, I feel _____

POSSIBLE LESSON PLAN - UNIT TWO - P.A ONE

Marriage and Parenthood:
Nobody Told Me It Would Be
Like this

Objectives:

To identify members' feelings of confusion or disappointment with marriage and parenthood;

To identify their goals for themselves in marriage and parenthood;

To share with other group members in order to recognize common human experiences;

To begin to see that children learn in many ways, including what they are taught and see at home as well as away from home;

To stimulate an interest in learning more about helping themselves and their children.

Resources:

1. Awareness Exercise
2. Film(s); e.g. BILL AND SUZI: NEW PARENTS
   MOTHER-TO-BE
   LAURETTE (ONE-PT. FAMILY)
   PHOEBE (pregnant teen-aged girl)
3. Speaker or Leader - could be from community
4. Newsclippings or articles about marriage, parenthood.

Discussion Starters

1. Group reaction to film. Why are the people portrayed in the film behaving the way they are? Would you behave that way, too? What does their attitude seem to be about marriage, family life, men and women, parenthood? Do their remarks tell you anything about how they were brought up as children?

2. What do you think makes a "good" family? It is harder today to raise children than when you were a child? Why? It is better today for children than when you were a child? Why?

3. What do you need to know to rear a healthy baby and young child? What do you need to do? What do you need to feel?

4. What can you do when things go wrong? Who can help when things go wrong? Do you think it's your fault when things go wrong?

5. What makes you happiest as a parent? How can you spread that happiness over to other things?

Group Assignment

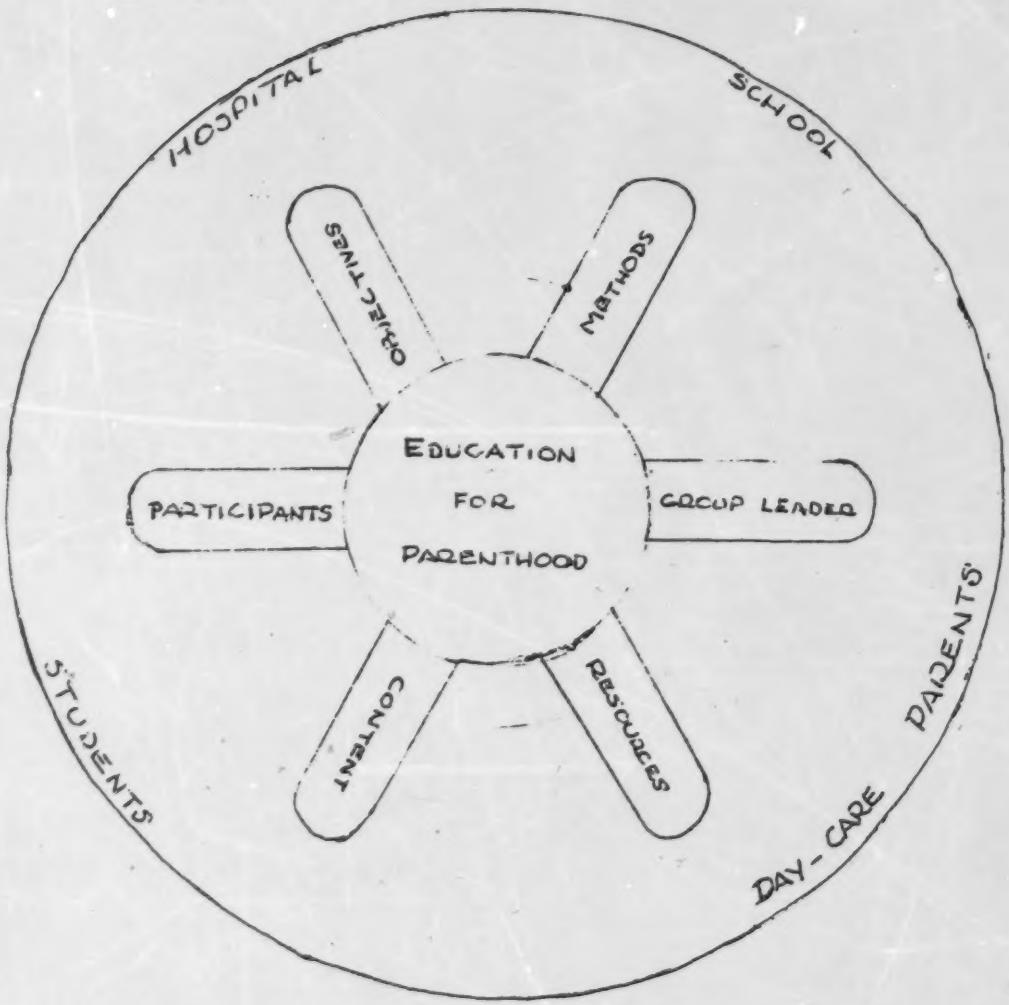
After first hour of general discussion, the group is divided into units of three, four, or five persons. Each group is asked to decide what kind of family they most prefer, which least, and why. (A chart is available which illustrates the many forms families now take.)

Conclusion

Group comes together to share opinions. Summary is made. Points-to-think-about for next meeting identified.

HKC
Dec 7, 1978

ORGANIZATIONAL COMPONENTS FOR PROJECT R.E.A.D.Y.



FEB. 1979.

CHURCH STREET SCHOOL PILOT PROJECT

PROJECT R.E.A.D.Y.

PROPOSED AGENDA
(PHASE ONE)

UNIT	CONTENT FOCUS
ONE	Introduction, Work on Agenda. Marriage and Parenthood: Nobody Told Me It Would Be Like This!
TWO	What Can I Learn About How My Child Grows Up? (A)
THREE	What Can I Learn About How My Child Grows Up? (B)
FOUR	They Fight, They Cry – Why Don't They Stop When I Tell Them To?
FIVE	What Did You Do When Your Child Was Difficult?
SIX	What About the Way I Was Brought Up: Doesn't That Count Any More?
SEVEN	What's In This For Me?
EIGHT	Topic Selected By Group. Evaluation, Recommendation

AGREED-UPON AREAS OF FOCUS:

1. How Children Grow and Develop
2. Managing Behaviour and Dealing with Feelings
3. Meeting the Needs of Parents as Persons

APPENDIX C

Material Prepared by B. Chisholm for Inviting Speakers and Informing Them About the Sessions and a Sample of One of the Letters Used to Invite the Speakers

CHURCH STREET SCHOOL PILOT PROJECT

PROJECT READY

FOCUS OF SESSIONS

We hope that the eight sessions in this Project will provide factual information to the participants which they may not have had before or may have known only incompletely, and as well, help them to feel more competent about their parenting capability. There are three areas of attention:

1. How children grow and develop (both physically and emotionally/psychologically).

2. Managing behaviour and dealing with feelings (both of the growing child and of the parents).

3. Meeting the needs of parents as persons.

As a Session Leader you will be free to use the approach with which you are most comfortable. However, we would ask you to avoid too much straight "lecture", and to involve the participants in discussion as fully as possible. We would like to encourage exchange of ideas, experience, techniques (that worked and didn't work), and frustrations. It is our belief that such conversations can produce improved or different perceptions without moving into the realm of "Therapy" in the formal sense. We are not attempting to be a therapy undertaking; rather, a helpful and enabling one.

Each Session has been given a title which is intended to give shape and focus to the discussion. The Sessions have been arranged in a progression which is intended to have a sense of logical "flow". The final Session is open, for use as the participants themselves wish. The general context of each Session is as follows:

SESSION ONE: MARRIAGE AND PARENTHOOD: NOBODY TOLD ME IT WOULD BE LIKE THIS.

This beginning Session is intended to focus the Project, and to get into the topic(s) right away. We want to create an opportunity for comments (both

/2.....

positive and negative) about the realities of marriage and parenthood, and to open up the question of preparation for each: could they have listened, can one really be "prepared", etc. We hope the direction of the discussion will lead toward the succeeding Sessions, perhaps even framing some questions or areas of interest the participants would like to see discussed.

SESSION TWO: WHAT CAN I LEARN ABOUT HOW MY CHILD GROWS UP ?

With particular reference to young children, under 10 years of age, this Session will focus on physical development information, including the concept of "progression" of development and functional competence. Ideas and techniques for responding to and ensuring healthy physical growth and development will, we hope, be a major aspect of the discussion. The conclusion should point to the Third Session as a complementary one, with the same title, rounding out this particular subject.

SESSION THREE: WHAT CAN I LEARN ABOUT HOW MY CHILD GROWS UP ?

The direction of this Session will be pointed toward the emotional/psychological developmentof young children. Particular attention in the discussion would be paid to the interaction between children and adults, and between children and children. As with Session Two, ideas for techniques should be solicited and developed, while at the same time recognition is also given to the emotional needs of adults (parents, teachers, etc.)

SESSION FOUR: THEY FIGHT, THEY CRY-WHY DON'T THEY STOP WHEN I TELL THEM TO ?

With this Session we move more directly into "problem" areas: discipline, sibling rivalry or fighting, crying, feeding problems, etc. As with all the Sessions, the focus is two-fold: to stimulate expression of feelings; frustrations, or just plain bewilderment created by children's behaviour, and to encourage discussion of these common problems of parenting from the "management" point of view. In tandem with Session Five which follows, this Session directs the participants toward discussion of their feelings when dealing with children's behaviour which they find unacceptable or too stressful, and makes a connection

between those feelings and their own responsive behaviour.

SESSION FIVE: WHAT DID YOU DO WHEN YOUR CHILD WAS DIFFICULT ?

The use of the past tense in this title reflects an effort to put this Session's content into a context which is somewhat reduced in its potential for creating anxiety. The past tense gives some "distance" and allows participants to use examples of their previous devices for dealing with their children's unacceptable behaviour, and then approach their present response behaviour, if they should need this. Since there will very likely be parents or staff participating who are not of Anglo-Saxon background, or of Canadian birth, we agreed that an approach geared to sharing experiences of what "worked or didn't work", was sounder than attempting to direct the group toward any one system currently in fashion (Adlerian, Dreikurs, Gordon, etc.). However, the discussion would require to be pull together with s e general conclusions and concensus, if possible. (Sessions Four and Five are the core sessions of the attempt to reduce the incidence of abuse). Examples may flow from the previous Session discussion, or new ones may come up.

SESSION SIX: WHAT ABOUT THE WAY I WAS BROUGHT UP: DOESN'T THAT COUNT ANYMORE ?

It's one thing to say that times have changed, it's another thing to cope with that as a parent or teacher or child care staff person. Generational difficulties exist in our Society generally; they can be complicated by cultural tradition differences or by traditional values differences. Faced by what may feel like a spate of professional "how to" books and programs, and by the demands of their children to treat them in certain ways, adults may feel bewildered and unsure about how to manage their children or what to insist upon. Values, ethics, morality, the place of religion, etc. may need discussion, in terms of current Canadian pluralist society demands. As always, feelings and experiences are to be solicited in discussion.

SESSION SEVEN: WHAT'S IN THIS FOR ME ?

Much stress is placed upon parents especially, to understand their children's needs and to strive t meet them.

This Session is geared to acknowledgment of the fact that parents are persons, too, with needs and feelings and a life that has other aspects to it. How to balance these demands in a way that allows parents to be people in their own right, while still, carrying the responsibility of raising their children is the aim of this Session. We hope to raise the participants self-esteem, and to facilitate a balanced approach (e.g. total dedication to parenting to the exclusion of everything or everyone else may not be the best). This Session may open up a discussion of "separation", for instance: the use of nursery school day care, day camp, etc. as acceptable ways to share the parenting responsibility. As well, the positive rewards of parenting would be considered in the discussion.

SESSION EIGHT: TOPIC TO BE CHOSEN BY THE PARTICIPANTS.

April 10, 1979

Mrs. Ruth Isbister,
9 Deer Park Crescent, Apt #804
Toronto, Ontario, M4V 2C4

Dear Mrs. Isbister: Ruth,

I am writing as promised to give you more information about the Church Street School Pilot Project which we discussed by 'phone recently.

This Project was originally conceived jointly by Dr. Bob Bates, Child Abuse Program Director at the Hospital for Sick Children; Les Birmingham, then Principal of Church Street School; Eleanor Wright Pelrine, President of the Board of the Day Care Program at Church Street School; and Gloria Torrance, Consultant in Health Education with the Toronto Board of Education. The idea with which they were working was that of developing an experimental program which could enhance parenting capability, the purpose being two-fold: improved parenting, and as a consequence, reduced potential for or actual incidence of child abuse. The philosophical rationale was that a more effective societal approach to inadequate parenting problems is improved parenting capability. The assumption underlying the Project is that parenting capability can be improved through a program which combines information - giving with discussion in a group of manageable small size.

After the general shape of the idea had been developed, I was asked to join the group as consultant. Jane Richardson, Supervisor of the Day Care Program at Church Street School, and Karen Chandler, a specialist in Special Education and a participant in the Day Care Program, joined the Committee as well. Following considerable discussion, I was asked to prepare a design for such a Project. Attachment One to this letter is a copy of the Project Proposal Statement which I prepared. Three possible formats for the Sessions were also submitted and considered at some length.

Three Areas of Focus were identified:

1. How children grow and develop;
2. Managing behaviour and dealing with feelings;
3. Meeting the needs of parents as persons.

As well, decisions were taken as follows:

1. The context of the sessions will be information giving and discussion as aids to learning; there is no intent to be a therapeutic experience in a formal clinical sense, and session leaders will not be asked to carry a clinical "treatment" role.
2. Each session will have a different leader. There will be continuity provided by some members of the committee.

Cont'd.....

3. There will be an Evaluation and Assessment component built in from the start. This assignment is carried by the Board of Education and is the responsibility of Gloria Torrence.
4. Although reduction in the risk of or reality of child abuse is one goal, no direct effort will be made to address this subject as such.
5. Arrangements for baby-sitting will be offered as an inducement.
6. Food will be made available at the beginning of each session, and at the conclusion, the cost to be borne by the Project.
7. The Committee will meet immediately after each session for a brief reaction/assessment discussion.

The shape of the Project is now as you see it listed in Attachment Two. The Sessions will be held on consecutive Wednesday evenings at the Church Street School at 83 Alexander Street (east off Church Street North of Carlton), from 6:00 - 8:00 p.m. I will be sharing with Gloria Torrance responsibility for over-all flow, and for briefing the succeeding Session Leader about the experience of the previous meeting(s). Attachment Three is a brief statement of the suggested focus/-rationale of each unit, with your particular session starred for your attention. We hope, of course, for a "snowball effect" from Session to Session.

We anticipate something in the area of twenty five participants. Not all those attending will be parents: some Day Care staff will also be there, and possibly one or two students from Jarvis Collegiate who do some work in the Day Care Center.

We would like you to consider bringing with you handouts which could be given to the participants to take home with them, and books or articles which could be useful in a display. We would appreciate knowing of these in advance, if possible, of course, to avoid unnecessary duplication.

The funding for this Project is coming from three sources: the Hospital for Sick Children Foundation; the Child Abuse Program of the Ministry of Community and Social Services, and the Toronto Board of Education. You will be paid $200.00 for your role as a Session Leader.

I hope this will give you some insight into the Project. Please do feel free to call me at 482-1412 if any point(s) remain unclear. I, of course, will be in touch with you soon. Thank you so much for your interest and support in this small but we believe important Project, which we hope will teach us something about strategies for improved parenting.

Sincerely,

BAC.

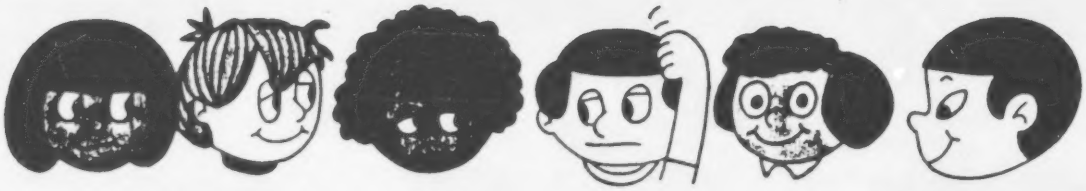
Barbara A. Chisholm,
CHILD WELFARE CONSULTANT

BAC:mw

Encls.

APPENDIX D

Flyer Prepared to Announce the Program



CHURCH STREET SCHOOL

PILOT PROJECT

PROJECT R.E.A.D.Y.

REALISTIC EDUCATION ABOUT THE DAYS AND YEARS

A PARENTING PROJECT

YOU ARE INVITED TO PARTICIPATE IN
THE FOLLOWING PROGRAM OF 8 SESSIONS
TO BE HELD AT
CHURCH STREET SCHOOL
ON WEDNESDAYS, 6:00 p.m. - 8:00 p.m.
APRIL 18th, 1979
through to
JUNE 6th, 1979

SESSION 1 April 18, 1979	INTRODUCTION MARRIAGE AND PARENTHOOD: NOBODY TOLD ME IT WOULD BE LIKE THIS Ruth Isbister Community/Parent Education Consultant
SESSION 2 April 25, 1979	WHAT CAN I LEARN ABOUT HOW MY CHILD GROWS UP (Physical Development) Marilyn Pearson Nurse Practitioner, Children's Aid Society

SESSION 3
May 2, 1979

WHAT CAN I LEARN ABOUT HOW MY CHILD GROWS UP
(Psychological and Emotional Development)

Don McKay
Child Development Consultant,
Ryerson Polytechnical Institute

SESSION 4
May 9, 1979

THEY FIGHT, THEY CRY - WHY DON'T THEY
STOP WHEN I TELL THEM TO?

Dr. Robert Bates
Paediatrician, Hospital for Sick Children

SESSION 5
May 16, 1979

WHAT DID YOU DO WHEN YOUR CHILD WAS DIFFICULT?

Jessie Watters
Social Worker, Psychiatric Services,
Hospital for Sick Children

SESSION 6
May 23, 1979

WHAT ABOUT THE WAY I WAS BROUGHT UP:
DOESN'T THAT COUNT ANYMORE?

George Bullied
Director, Twin Valleys Residential School

SESSION 7
May 30, 1979

WHAT'S IN THIS FOR ME?

Dr. Bill Hawke
Psychiatrist, Hospital for Sick Children

SESSION 8
June 6, 1979

TOPIC TO BE SELECTED BY GROUP
EVALUATION
RECOMMENDATIONS

Barbara Chisholm
Early Childhood Specialist

Babysitting services will be available.

Also, a light supper will be served at the beginning of each session.

PLEASE DETACH THE FORM BELOW AND RETURN
BEFORE WEDNESDAY, APRIL 4th, 1979, TO:
JANE RICHARDSON, CHURCH STREET SCHOOL

* THE GROUP IS LIMITED - SEND YOUR NAME AS SOON AS POSSIBLE

NAME _____

ADDRESS _____ 75

TELEPHONE _____

APPENDIX E

Instruments Used in the Evaluation

(a) Telephone Interview Before Sessions Started;

(b) Precourse Questionnaire;

(c) Observation Sheet re Audience Participation;

(d) Rating Sheet re Meeting Tone;

(e) Interview Schedule for Speakers and Presentors;

(f) Postcourse Questionnaire;

(g) Telephone Interview - Postcourse.

TELEPHONE INTERVIEW BEFORE SESSIONS START

NAME: _____
TELEPHONE NO: _____
RECORD OF CALLS: _____

_____

_____

_____

Hello, my name is Shirley Barnes.

I am calling from the Research Department of the Toronto Board of Education. I understand that you are coming to the Pilot Program about parenting at the Church Street Public School. I am the Research Assistant for the project and my job is to collect information for the evaluation of the program. Are you free to answer a few questions this evening? We would like you to be as open as possible since your replies will be kept in confidence. Please give me time to write down your answers.

(1) First of all, I'd like to know what your reasons are for coming to the sessions?

_____

_____

_____

_____

_____

_____

Are there other reasons?

_____

_____

_____

_____

_____

(2) The program has been designed to deal with three general topics. I will name these topics and I would like you to tell me which one or ones you are most interested in having covered in these sessions. The topics are:

(a) How children grow and develop _____.
(b) The behavior and feelings of children _____.
(c) The needs and feelings of parents _____.

(3) Have you taken any other courses or attended any other programs about parenting in high schools, hospitals, universities, night schools, etc? If yes, ask the participant to describe the course or program).

(a) _____

_____

_____

(b) _____

_____

_____

(c) _____

_____

_____

(d) _____

_____

_____

(4) Besides courses or programs, have you had any other experiences in raising, teaching or looking after children under 15. Let's discuss each separately.

(a) raising _____

_____

(b) teaching _____

_____

(c) looking after _____

_____

(5) Is there anything in particular about this program which you feel the evaluation should focus on?

_____

_____

_____

_____

_____

_____

_____

Besides these questions, there will be a short paper and pencil questionnaire at the first and the last seminar sessions and I will telephone you again after the sessions have finished for your reaction and comments.

Thank you for your help. I'll see you at the meetings. Goodbye.

Interviewer's comments.

CHURCH STREET SCHOOL PILOT PROJECT
PROJECT R.E.A.D.Y.
REALISTIC EDUCATION ABOUT THE DAYS AND YEARS
A PARENTING PROJECT
PRECOURSE QUESTIONNAIRE

The purpose of this questionnaire is to gather information about what you want from the program sessions. This will help us in evaluating the success of the program.

In terms of what you want, how useful or important do you think these topics will be to you? Please circle the appropriate number.

Your Name _____

	no use	little use	somewhat useful	important and useful	very important and necessary
1. Marriage and Parenthood: Nobody Told Me It Would Be Like This.	1	2	3	4	5
2. A Child's Physical Development	1	2	3	4	5
3. A Child's Psychological and Emotional Development.	1	2	3	4	5
4. They Fight, They Cry - Why Don't They Stop When I Tell Them To?	1	2	3	4	5
5. What Did You Do When Your Child Was Difficult?	1	2	3	4	5
6. What About The Way I Was Brought Up: Doesn't That Count Anymore?	1	2	3	4	5
7. What's In This For Me?	1	2	3	4	5
8. A Topic That I Helped To Select.	1	2	3	4	5

OBSERVATIONS RE AUDIENCE PARTICIPATION

SESSION

Every 15 minutes make a note of level and nature of audience participation and cohesiveness.

Congregation of people up to 6:00

6:15

6:30

6:45

7:00

7:15

7:30

7:45

8:00

Departure

RATING OF MEETING TONE

SESSION

When the meeting is over - the observor will reflect on the meeting and rate the tone using the following items.

warm	1 2 3 4 5	cold
businesslike	1 2 3 4 5	sociable
formal	1 2 3 4 5	informal
planned	1 2 3 4 5	unplanned
friendly	1 2 3 4 5	unfriendly
informative	1 2 3 4 5	uninformative
on topic	1 2 3 4 5	off topic
appropriate for parents	1 2 3 4 5	not appropriate for parents
easy to apply suggestions	1 2 3 4 5	hard to apply suggestions
too simple	1 2 3 4 5	too complex (abstract)
new ideas	1 2 3 4 5	old ideas

Comments

CHURCH STREET SCHOOL PILOT PROJECT
PROJECT R.E.A.D.Y.
REALISTIC EDUCATION ABOUT THE DAYS AND YEARS
A PARENTING PROJECT
POST COURSE QUESTIONNAIRE

Your Name _____

This questionnaire is to find out what you think about the program.

PART A

Please check what you think would be best for another set of meetings, if another parenting project were run.

		A Good Idea	Not a Good Idea	Doesn't Matter
1.	Start at 6:00	☐	☐	☐
2.	Start with something to eat	☐	☐	☐
3.	Provide babysitting	☐	☐	☐
4.	Try to keep sessions to one hour	☐	☐	☐
5.	Try to stop at 8:00 sharp	☐	☐	☐
6.	Use lectures	☐	☐	☐
7.	Have questions and answers with the audience	☐	☐	☐
8.	Have flipcharts	☐	☐	☐
9.	Have handouts	☐	☐	☐
10.	Have these evaluation sheets	☐	☐	☐
11.	Have a different speaker every night	☐	☐	☐
12.	Have a mixed group for an audience	☐	☐	☐
13.	Have a different topic every night	☐	☐	☐
14.	Have small group discussions	☐	☐	☐
15.	Have the chairs set up in small groups around the tables.	☐	☐	☐

Have you any comments about these points, or ideas for future meetings?

_____

_____

_____

(You may write on the back of this page)

INTERVIEW SCHEDULE FOR SPEAKERS AND PRESENTORS

NAME: _____
TELEPHONE NO: _____
RECORD OF CALLS: _____

_____

_____

_____

Hello, my name is Shirley Barnes.

I am calling from the Research Department of the Toronto Board of Education. I think that you were told that as part of the program evaluation, I would be telephoning you to interview you in order to find out what your perceptions were of your session at the Church Street Pilot Program - Project R.E.A.D.Y.

(1) Based on what you were told, what kind of a group did you expect that there would be at the meeting? Would you describe it.

(2) Did the group at your meeting match this expectation or was it different in some way?

(3) When you prepared your material for this session, what kind of a response did you hope to get from the group?

(4) What kind of a response did you actually get from the group?

(5) Why do you think your presentation had that kind of a response?

(6) From your point of view, how would you describe the group dynamics or group process that existed when you made your presentation.

Are there any other observations or comments you can make about the program, your participation, or the group, that would help in our evaluation.

Thank you very much for your time and co-operation.

POST COURSE QUESTIONNAIRE - Page 2

PART B

Below is a list of a few of the points that the speakers made. Please check whether you knew this before or whether you found out about if from the speakers.

	Knew it before	Learned it from the speakers
1. A husband and a wife bring different biases to their marriage.	☐	☐
2. Mothers have biases about raising children.	☐	☐
3. We will understand our children better if we make a practice of noticing how they act in places outside the home.	☐	☐
4. One way of knowing our children better, is to watch for the milestones in their development.	☐	☐
5. To develop and grow normally, a child must have proper sleep, touching and holding, and play.	☐	☐
6. We must watch <u>both</u> the messages we give our children, and the messages our children give us.	☐	☐
7. If you want your child to respect you, you must respect your child.	☐	☐
8. For better communication, it is necessary to <u>share</u> responsibilities with the child.	☐	☐
9. It is a good idea for the whole family to sit down together and talk things over in a democratic manner.	☐	☐
10. It is important to have established routines for a child.	☐	☐
11. As the child grows older, the parents must recognize and allow the childs' boundaries to expand.	☐	☐
12. You have to be firm with your child without nagging.	☐	☐
13. If you like yourself, then you can love others.	☐	☐
14. If you give love, you do not have to worry about receiving it.	☐	☐
15. Single parents have a right to have their needs met just like everyone else.	☐	☐
16. As long as a child knows that a parent will return, separation can be accepted.	☐	☐

Have you any comments about the points the speakers made?

(You may write on the back of this page)

TELEPHONE INTERVIEW FOR PARTICIPANTS
AFTER LAST SESSION

NAME: _____
TELEPHONE NO: _____
RECORD OF CALLS: _____

_____

_____

Hello, this is Shirley Barnes.

I am calling again from the Research Department of the Toronto Board of Education, as I told you I would, when I handed out the questionnaire at the end of the sessions at Church Street.

I have a few questions to ask you about what you thought of the program.

(1) First of all, I would like to know whether you thought it was worthwhile coming to the program and why?

_____

_____

_____

_____

(2) What do you think was the most helpful part of the program?

_____

_____

_____

_____

_____

_____

_____

(3) Did the program give you any ideas to help you deal with your own children?

_____

_____

_____

_____

(4) Did the program give you ideas that you shared with a friend of neighbour to help them? (Can you give an example?)

_____

_____

_____

_____

(5) Was there any part of the program you felt was weak?

(6) What is the best way of getting parents to come to a program like this?

(7) Were there any things about this program that surprised you, or you did not expect?

(8) Did the program make any difference to you personally?

(9) Are there any other comments that you would like to make which would help us improve this kind of program?

Thank you very much. Your answers are going to be very helpful and we will put them together with everybody elses to prepare a report about the program. We hope that the report will be circulated this fall to encourage more programs of this kind. Of course, your personal replies will be handled with confidence and discretion as participants will not be named.

NOTE: If the interviewee wants a copy of the report - unsolicited request - tell her we will try and get either a copy of the report or a summary sent to them. Please note address for these people.

Want Report

Address: _____

_____

_____